

# English Online Interview

Administration and  
Module Selection Advice



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This document is also available on the internet at  
[www.education.vic.gov.au/studentlearning/teachingresources/english/englishonline/default.htm](http://www.education.vic.gov.au/studentlearning/teachingresources/english/englishonline/default.htm)

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## The English Online Interview 2012 assessment period

The English Online Interview assessment period will occur from 2 February to 2 March 2012. It is mandatory for Prep students to be assessed during the 2012 English Online Interview assessment period. Schools can elect to use the English Online Interview for students in Years 1 and 2 during the assessment period.

To ensure the integrity of data and make valid comparisons of student achievement, all assessments should be finalised within the assessment period. The Interview will remain open until 9 March 2012 to enable schools to finalise assessments.

## Validity of the Interview data

The Australian Council of Educational Research (ACER) has evaluated the data from the assessments conducted in 2009 (Modules 2, 3 and 4 at the end of Prep, Year 1 and Year 2) and 2010 (Module 1 at the start of Prep). ACER has confirmed the validity of the Interview and the reliability of the modules for assessing specific cohorts of students.

## Module selection recommendations

The English Online Interview is a 'point in time' assessment. Each module includes tasks and questions of a wide range of difficulty which match the expected range of student achievement for students beginning years Prep to Year 2.

Following the ACER evaluation of the student data, and with the assessment period set for the beginning of each year, the recommended modules for each year level are:

Year Level	Recommended Module
Start of Prep	Module 1
Start of Year 1	Module 2
Start of Year 2	Module 3

When all students in a year level complete the recommended module, information at an item level across the class can be easily compared. Groups of students with similar teaching needs can be identified based on their responses and patterns and trends of learning within a class can also be identified. If students within a year level are administered different modules the overall results will be directly comparable, however other comparisons can only be made by matching similar items across the different modules.

All modules are available for use during the assessment period. Teachers have the flexibility to choose the most appropriate module for assessing their students. This decision should be made balancing the recommendations

above with the particular needs of the individual student, with consideration given to the range of difficulty of the tasks and questions in each module as outlined on pages 7 to 9 of this document.

Further information on the content of each module is available in the video clips and assessment notes titled *Understanding the English Online Interview* available on the English Online Interview website at: [www.education.vic.gov.au/studentlearning/teachingresources/english/englishonline/understanding.htm](http://www.education.vic.gov.au/studentlearning/teachingresources/english/englishonline/understanding.htm)

## Score points

Each question or task in the English Online Interview has a rubric that teachers use to evaluate students' responses. The rubrics associate **score points** with the various responses student may give. In questions where a response is simply correct or incorrect, the correct response will have a single score point. In other questions, the rubrics generate multiple score points. For example, a rubric with four possible responses might have a score point 3 for the highest level response, score point 2 for the next level response and a score point 1 for next level response. A fourth response such as 'no attempt' is not scored.

In the following module information, the number of score points at each VELS level is provided for each module. This is used as the basis for identifying how well the module is matched to the expected achievement levels of the target student cohorts.

Care needs to be taken when interpreting data for students who demonstrate achievement at levels where there are relatively few score points. This applies to students who are working well above expected levels as well as students who are working well below expected levels.

## Module 1

Module 1 is recommended for students at the beginning of Prep. The following table gives the number of score points in Module 1 for each of the VELs levels. As indicated by the table, almost all of the score points in Module 1 are for responses that are below the Level 1 Standard. The score points range between progression points that indicate the student is working towards the Level 1 Standard and the Level 3 Standard.

Module 1 is well matched to the expected range of achievement levels for most students at the start of Prep. It provides extensive evidence of achievement (58 score points) to show what students can do as they work towards the Level 1 Standard.

VELs Range	Number of score points
Towards the Level 3 Standard	3
Towards the Level 2 Standard	3
Towards the Level 1 Standard (total) - Progression Point 0.5 to Level 1 Standard (26) - Below Progression Point 0.5 (32)	58

Students working above the Level 1 Standard are at the upper extreme of the distribution for the start of Prep. Module 1 provides a very small amount of indicative evidence only of achievement above the Level 1 Standard – there are only three score points to indicate working towards the Level 2 Standard and three score points that indicate working towards the Level 3 Standard.

## Module 2

Module 2 is recommended for students beginning Year 1. The following table gives the number of score points in Module 2 for each of the VELs levels. Most of the score points in Module 2 are for responses that range from below the Level 1 Standard and working towards Level 2 Standard. There are a small number of score points in the range of working towards the Level 3 Standard.

Module 2 is well matched to the expected range of achievement levels of most students at the start of Year 1. It provides extensive evidence of achievement (60 score points) to show what students can do as they work towards the Level 1 Standard and provides a reasonable indication of achievement (25 score points) towards the Level 2 Standard.

VELs Range	Number of score points
Towards the Level 3 Standard	8
Towards the Level 2 Standard	25
Towards the Level 1 Standard (total) - Progression Point 0.5 to Level 1 Standard ( 36) - Below Progression Point 0.5 (24)	60

Students working at or below progression point 0.5 are at the lower extreme of the distribution for the start of Year 1. Students working towards the Level 3 Standard are at the upper extreme of the distribution for start of Year 1. Module 2 provides a small amount of indicative evidence only of student achievement above the Level 2 Standard (8 score points).



## Module 3

Module 3 is recommended for students beginning Year 2. The following table gives the number of score points in Module 3 for each of the VELS levels. Most score points in Module 3 are for responses that range from below the Level 1 Standard up towards the Level 3 Standard. There are also a small number of score points towards the Level 4 Standard.

Module 3 is well matched to the expected range of achievement levels for most students at the start of Year 2. Module 3 provides extensive evidence of student achievement (57 score points) to show what students can do as they work towards the Level 1 Standard and a reasonable indication of achievement (31 score points) towards the Level 2 Standard. Module 3 provides some indicative evidence of student achievement towards the Level 3 Standard (15 score points) and Level 4 Standard (7 score points).

VELS Range	Number of score points
Towards the Level 4 Standard	7
Towards the Level 3 Standard	15
Towards the Level 2 Standard	31
Towards the Level 1 Standard (total) - Progression Point 0.5 to Level 1 Standard ( 45) - Below Progression Point 0.5 (12)	57

Students working below progression point 0.5 are at the lower extreme of the distribution for the start of Year 2. There are only 12 score points in Module 3 below progression point 0.5. Students working towards the Level 4 Standard are at the upper extreme of the distribution for start of Year 2. Module 3 provides a small amount of indicative evidence of student achievement of the Level 4 Standard (7 score points).

## Module 4

The following table gives the number of score points in Module 4 for each of the VELs levels. Most of the score points in Module 4 are for responses that range from below the Level 1 Standard up to responses towards the Level 3 Standard, with some score points towards the Level 4 Standard. Data from the October 2009 assessment period indicated that Module 4 is well matched for approximately seventy-five percent of students at the end of Year 2 and is less suited to approximately twenty-five per cent of students working close to or above the Level 3 Standard.

Module 4 provides reasonable evidence of achievement of the Level 1 Standard (34 score points) and the Level 2 Standard (37 score points). Module 4 also provides some evidence of achievement of the Level 3 Standard (22 score points) and a small amount of indicative evidence towards the Level 4 Standard.

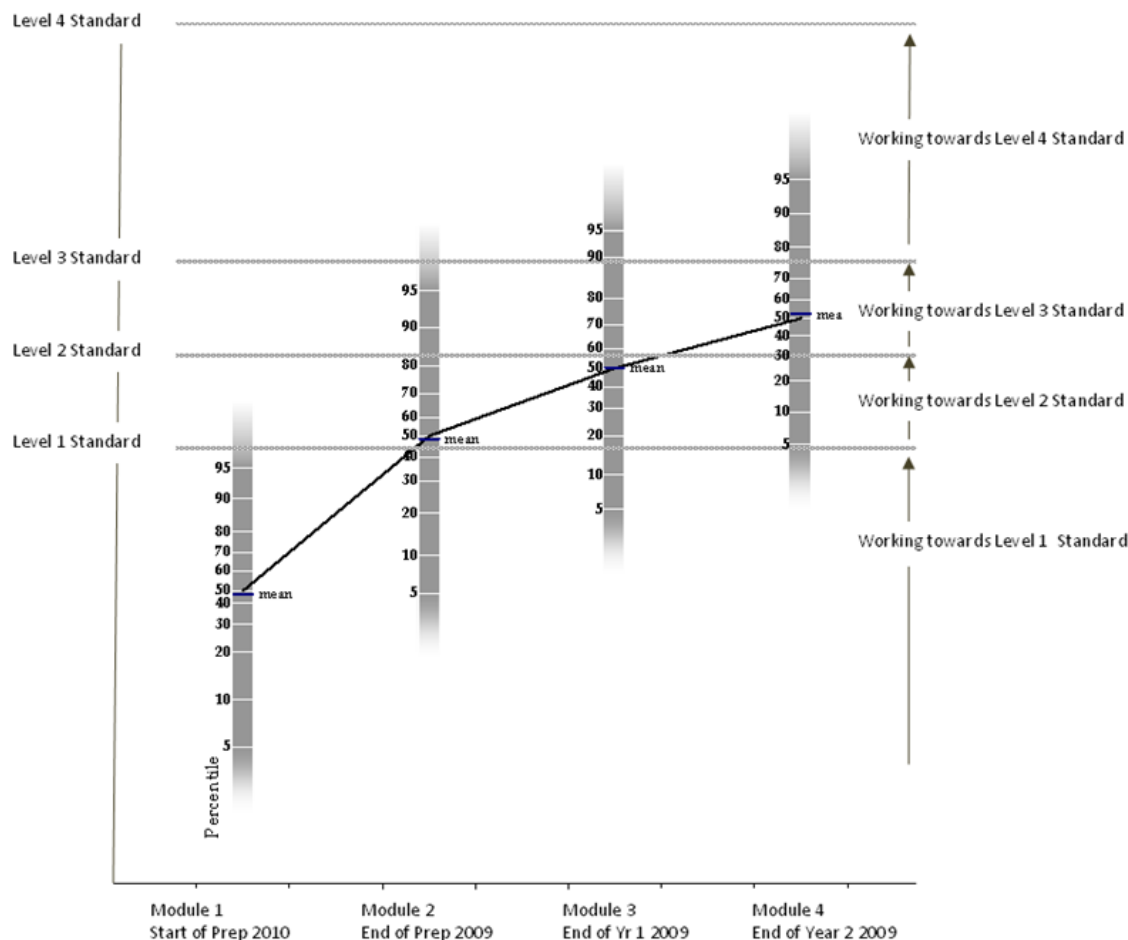
VELS Range	Number of score points
Towards the Level 4 Standard	6
Towards the Level 3 Standard	22
Towards the Level 2 Standard	37
Towards the Level 1 Standard (total) - Progression Point 0.5 to Level 1 Standard (29) - Below Progression Point 0.5 (5)	34

Students working towards progression point 0.5 are at the lower extreme of the distribution for students at the end of Year 2. There are only five score points in Module 4 for responses at this progression point. Students working towards the Level 4 Standard are at the upper extreme of the distribution for the end of Year 2; Module 4 provides a small amount of indicative evidence of student achievement at this level (6 score points).

## Distribution of student achievement across the VELS – Statewide data

The table below shows the distribution of student achievement across the Victorian Essential Learning Standards based on the English Online Interview data for the modules administered in 2009 and 2010.

### Distribution of student achievement across the VELS



In October 2009 Module 2 was administered with Prep students, Module 3 with Year 1 students and Module 4 with Year 2 students. In February 2010, Module 1 was administered as a start of year assessment with Prep students. The data shows that:

- In February 2010 (Module 1), most Prep students were working towards the Level 1 Standard. Less than five per cent were working above the Level 1 Standard.
- In October 2009 (Module 2) approximately forty-five per cent of students were working towards the Level 1 Standard, forty per cent were working towards the Level 2 Standard and approximately fifteen

per cent were working above the Level 2 Standard. It is expected that the range of student ability will be slightly higher in 2011 when module 2 is administered at the beginning of Year 1.

- In October 2009 (Module 3) approximately fifteen per cent of year 1 students were working towards the Level 1 Standard, approximately forty-five per cent were working towards the Level 2 Standard, thirty per cent were working towards the Level 3 Standard and approximately ten per cent were working above the Level 3 Standard. It is expected that the range of student ability will be slightly higher in 2011 when module 3 is administered at the beginning of Year 1.
- In October 2009, (Module 4) less than 5 per cent of students were working towards the Level 1 Standard, twenty-five per cent were working towards the Level 2 Standard, forty-five per cent were working towards the Level 3 Standard and twenty-five per cent were working above the Level 3 Standard.